

**Report of the
Accreditation Visiting Team**

**Bountiful Junior High School
30 West 400 North
Bountiful, Utah 84010**

March 8-9, 2005



Utah State Office of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

**THE REPORT OF THE
VISITING TEAM REVIEWING**

**Bountiful Junior High School
30 West 400 North
Bountiful, Utah 84010**

March 8-9, 2005

UTAH STATE OFFICE OF EDUCATION

**Patti Harrington, Ed.D.
State Superintendent of Public Instruction**

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Salt Lake City, Utah

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FOREWORD

The major purpose of the accreditation process is to stimulate school growth and improvement so as to increase student achievement.

In these efforts, the school staff makes a comprehensive evaluation of the school's programs, operations, and results. The school determines how actual practices align to stated objectives and resulting outcomes. It is a three-phased evaluation: (1) self-evaluation, (2) on-site evaluation by an external team of educators, and (3) implementation using units of the evaluation to improve the school by effecting thoughtful change.

The evaluation, March 8-9, 2005, was conducted because of the school's desire to ensure quality education for all students in the school, and to increase student achievement.

The entire staff of Bountiful Junior High School is commended for the time and effort devoted to studying and evaluating the various facets of the total program and to preparing the materials used by the Visiting Team. The excellent leadership given by Principal Steve Lindsay is also commended.

The staff and administration are congratulated for their desire for excellence at Bountiful Junior High School, and also for the professional attitude of all members of the group, which made it possible for them to see areas of weakness and strength and to suggest procedures for bringing about improvements.

While these recommendations may be used to solicit financial support to acquire some of the materials, equipment, and services needed to carry out a more effective program, it is even more important that the faculty and administration utilize them as they continue to evaluate and modify course offerings and administrative and classroom procedures to more dramatically increase student achievement at Bountiful Junior High School.

Patti Harrington, Ed.D.
State Superintendent
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BOUNTIFUL JUNIOR HIGH SCHOOL

ADMINISTRATION AND STAFF

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Alan Smith Assistant Principal
Joyce Jones..... Assistant Principal Intern

Counseling

Kellie Robb Counselor
LaMar Taylor Counselor

Support Staff

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Jenny Fox	Wendy Parker	
Dale Harris	Trisha Quick	

BOUNTIFUL JUNIOR HIGH SCHOOL

MISSION STATEMENT

Bountiful Junior High embraces educational excellence and encourages personal success through service and life-long learning.

BELIEF STATEMENTS

Bountiful Junior High provides a safe environment where individuality and diversity are valued.

Bountiful Junior High students, faculty, and staff show mutual respect for each other.

Bountiful Junior High students take responsibility for their own choices and accept the consequences.

Bountiful Junior High instruction offers a variety of teaching methods and assessments to support individual learning styles.

Bountiful Junior High curriculum encourages problem solving and real life application of skills and knowledge.

MEMBERS OF THE VISITING TEAM

Lori Gardner, Hunter Junior High School, Granite School District,
Visiting Team Chairperson

Margie Brown, Canyon View Junior High School, Alpine School District

Kari Johnson, Canyon View Junior High School, Alpine School District

Mary Anne Stevens, Olympus Junior High School, Granite School District

VISITING TEAM REPORT

BOUNTIFUL JUNIOR HIGH SCHOOL

CHAPTER 1: SCHOOL PROFILE

Bountiful Junior High has a ninety-one-year history, having first been built as South Davis High School. It serves students from five feeder elementary schools. Students from Bountiful Junior High move on to Bountiful and Viewmont High Schools. The school population is largely homogenous, being over 92 percent Caucasian. Students come from mostly two-parent, middle-class families, and the mobility rate is low. Bountiful Junior High is referred to as a “neighborhood school,” valued for its strong programs, caring teachers, and rich traditions.

Principal Steve Lindsay has been at the school for eleven years, having assumed the principalship three years ago. The assistant principal is new to the school, and the administrative intern was once a Bountiful Junior High teacher and assumed her administrative position three years ago. The faculty consists of thirty-three teachers and two counselors. Ninety percent of the faculty has more than five years experience, and twenty-three faculty members have spent the majority of their careers at the school. The faculty and staff are highly regarded by the community for their professionalism and dedication to students.

a) *What significant findings were revealed by the school's analysis of its profile?*

The school population has remained static over the past five years. The overall population has stayed the same size and retained the same homogenous and economically stable characteristics. Approximately 6.5 percent of students are served in Special Education programs and 7.5 percent are served in ESL programs.

The school profile validated the common perception that students are well served by the school. Data revealed that students fare well in standardized testing in comparison to district, state, and national standards. Student achievement data indicates that there is a high level of academic accomplishment, with over 40 percent of students on the honor roll. Less than 20 percent of students fail classes. The school profile indicated high rates of satisfaction with school policy and programs, as indicated by school surveys of students, teachers, and parents. Constituent groups generally believe that the school environment is safe and positive, teachers use instructional methods and curricula that best meet students' needs, and the school is providing a solid education for all students.

- b) *What modifications to the school profile should the school consider for the future?*

Bountiful Junior High has done an effective job creating a history of standardized testing data. Further disaggregation should focus on identifying specific subgroups or students who are scoring less than proficiently.

The school should include data in its profile regarding attendance and behavior in order to assess the effectiveness of school-wide behavior management programs.

Suggested Areas for Further Inquiry:

- Study the effectiveness of programs such as Peacebuilders, peer mediation, and peer support through the analysis of behavioral data.
- Correlate students' academic success to reading ability, particularly for those students served in the ESL and READ 180 programs.
- Conduct a survey of students, teachers, and parents that focuses less on desired outcomes and more on assessment of the current state of programs and practice.

CHAPTER 2: THE SELF-STUDY PROCESS

- a) *To what extent has the school community engaged in a collaborative self-study process on behalf of students?*

The self-study process began when Mr. Lindsay assumed the principalship. On the advice of the previous principal, Mr. Lindsay appointed a teacher, Jenny Fox, to chair the Accreditation Leadership Team. The Leadership Team has worked to generate interest and commitment on the part of school employees, students, and parents in the accreditation process. While the work of generating the profile and constructing the language of the mission and belief statements—as well as the desired results for student learning (DRSLs)—has been done by the Leadership Team, the team's work has reflected the feedback of the community.

Teachers have been involved in the process for the past three years, using the bulk of their early release time for the past year for the purpose of accreditation. School improvement has been the focus of professional learning, department, and faculty meetings.

Parents have been informed through newsletters and have participated in focus groups. The PTSA and School Community Council have played important roles in fostering communication and encouraging involvement in the process.

Students have served on focus groups and have provided feedback through surveys. The Visiting Team was impressed with the degree to which all stakeholders have been involved in the school improvement process.

- b) *To what extent does the school's self-study accurately reflect the school's current strengths and limitations?*

Bountiful Junior High School's self-study accurately reflects the school's current strengths and limitations. Aspects of the report suggest extensive study and dialogue. It is clear from the departmental analysis that teachers gave considerable attention to their strengths and to their focus on the desired results for student learning. The Visiting Team commends the leadership team for the work that has been done up to this point.

The Visiting Team encourages the school to consider the analysis of data to more clearly define instructional effectiveness. More study, in terms of survey and observation, should be devoted to effective teaching methods and their impact on diverse learners. Since much of the survey pertains to information useful to the Comprehensive Guidance program, the school should consider gathering information that informs teaching and learning in the school.

CHAPTER 3: INSTRUCTIONAL AND ORGANIZATIONAL EFFECTIVENESS

Bountiful Junior High School's desired results for student learning (DRSLs) are as follows:

1. Students will be able to **communicate effectively** and appropriately in an oral, written, and non-verbal manner.
2. Students will be able to acquire a variety of **thinking skills** and learn to use them as needed in diverse situations.
3. Students will acquire **functional skills** for personal success.
4. Students will develop **strong character traits** with a foundation in ethics.
5. Students will learn the skills necessary to become **productive members of the working community**.
6. Students will be able to **work cooperatively** with others.
7. Students will become **life-long learners**.

Shared Vision, Beliefs, Mission, and Goals:

- a) *To what extent did the school facilitate a collaborative process to build a shared vision for the school (mission) that defines a compelling purpose and direction for the school?*

The school community has done an excellent job articulating a shared vision for the school. The administration and leadership team started by examining profile and survey information, determining that the mission statement needed to be revised. A committee of parents, teachers, and students worked together to develop a mission statement that is clear, concise and compelling. The mission statement and beliefs were then shared with the community through PTSA and School Community Council meetings. They have also been shared in newsletters and on the school's website.

- b) *To what extent has the school defined a set of beliefs that reflect the commitment of the administration and staff to support student achievement and success?*

Teachers and staff members share a sense of purpose regarding the academic achievement of all students that is recognized and appreciated by students and parents. The mission and beliefs have been implemented into the language and operation of the school. They are posted and referred to in classrooms and in common areas of the school. The Visiting Team commends the Bountiful Junior High community for developing a mission and beliefs that articulate the commitment the school has to the positive development of healthy, successful, citizens of the community.

- c) *To what extent do the school's mission and beliefs align to support the school's desired results for student learning (DRSLs)?*

The alignment of the Bountiful Junior High's mission and beliefs to its desired results for student learning (DRSLs) is very clear. Not only are the DRSLs prominently featured throughout the building, but it was also evident to the Visiting Team that the DRSLs have become embedded in everyday instruction in many classrooms as teachers make regular reference to them as justification for what they are teaching.

Curriculum Development:

- a) *To what extent does the staff work collaboratively to ensure the curriculum is based on clearly defined standards and the Utah Core Curriculum (with inclusion of the Utah Life Skills)?*

The faculty of Bountiful Junior High implements the Utah State Core Curriculum. Curriculum mapping is done yearly, which allows each teacher to verify that the

State Core is being taught. Department meetings and grade level team meetings are held on a monthly basis, which allows for collaboration. Bountiful Junior High's success at effectively implementing the Core Curriculum can be seen, in part, through student performance on end-of-level testing.

The district's Davis Essential Skills and Knowledge (DESK) is the cornerstone for defined standards. The need to respond to external mandates is evident.

Essential knowledge and skills in all content areas are identified and given priority in the development of the curriculum. Current curricula focus on supporting and challenging most students to excel in their learning. Adaptation of curricula is evident in all Core classes.

There is evidence that efforts have been made to coordinate the curricula of several courses within grade levels. In addition, Bountiful Junior High has at least one yearly cross-curricular activity per grade. The Visiting Team encourages Bountiful Junior High to continue development of more cross-curricular activities and collaboration between departments, including the evolution of small, integrated teams that work with common groups of students.

- b) *To what extent does the teaching staff work collaboratively to support the development of a curriculum that focuses on the school's desired results for student learning?*

The DRSLs were written by a committee of faculty and staff members, patrons, and students. The Visiting Team observed teacher support as well as student awareness of the DRSLs. Each department developed lesson plans to incorporate the DRSLs into each classroom. These plans were then shared with all faculty members. The Visiting Team encourages Bountiful Junior High to review the DRSLs and to continue demonstrating connections between the curriculum and DRSLs with students.

Quality Instructional Design:

- a) *To what extent does the professional staff design and implement a variety of learning experiences that actively engage students?*

It is evident that most of the professional staff members individually, and in some cases collectively within departments, design and demonstrate a variety of effective instructional strategies that address various students' learning styles and actively engage students.

The Visiting Team observed teachers using cooperative learning groups, lecture/question instruction, modeling, visual aids, oral presentations, PLATO (computer-based learning software), student debates, student projects, technology-

aided instruction, guest speakers, experiments, and hands-on activities. The Visiting Team encourages the school's efforts to increase collaboration between teachers, within departments, and across the curriculum.

The Visiting Team observed effective classroom management and organizational strategies. In addition, teachers were making real-life connections. The Visiting Team encourages teachers to make available (online or otherwise) connections to State Core standards and objectives so parents/teachers can reference them as needed.

- b) *To what extent does the professional staff employ a variety of instructional strategies to ensure the needs of different learners are met?*

Most teachers are conscious of the need to vary instructional strategies to meet the needs of all students, and are willing make accommodations for individual students. Such accommodations are not limited to those students with Individual Education Plans, but extend also to students for whom English is a second language. Bountiful Junior High has ESL, SOAR, and READ 180 to help those students with special needs.

Computer technology labs are available to students before and after school. The school has an after-school Homework Hall, which allows students to get extra help. Eagle Academy is a program held after school hours to help failing students get the skills and credit they need for the classes they failed. The Visiting Team encourages continued efforts to utilize professional development to improve instructional strategies for the benefit of all students.

- c) *To what extent do the professional staff and leadership provide additional opportunities which support student learning?*

Bountiful Junior High offers a variety of programs to support student learning. The school offers Peer Support, Honor Society, student government, Chess Club, sports and academic teams, National Academic League (NAL), Career Day, Self-Esteem Day, Job Shadowing Day, Visiting Author Day, school dances, block scheduling, High-five Club, academic recognition, Student of the Month, the Science Olympiad, lunch with teachers, the school musical, READ 180 classes, and various related assemblies. The Visiting Team encourages Bountiful Junior High to make sure each program has a firm foundation, is efficacious, and can be sustained.

Quality Assessment Systems:

- a) *To what extent has the staff developed classroom or school-wide assessments based on clearly articulated expectations for student achievement?*

In theory, all teachers base assessments on appropriate expectations as defined in the DESK for each subject. In addition, standardized assessments are used to place students in intervention programs such as READ 180, Learning Strategies, and Teen Impact, as well as advanced programs such as Honors English and language classes. Bountiful Junior High has made some attempts to use the Six Traits of Writing rubric school-wide.

Some teachers in the Math Department use a common grading scale for homework assignments. However, there is no established school-wide assessment or grading structure. Selection of assessment methods and their use in grading are left up to individual teachers who exhibit diversity in types of assessment. The Visiting Team suggests that Bountiful Junior High develop a shared vision of successful student learning by providing models and examples so that teachers, students, and parents know what good performance looks like. The Visiting Team also encourages Bountiful Junior High teachers and departments to implement the use of rubrics so that students clearly understand the expectations for assignments and projects.

- b) *To what extent are assessments of student learning developed using methods that reflect the intended purpose and performance standards?*

The teachers at Bountiful Junior High use the district-driven DESK standards, which largely include State Core Curriculum standards, as the basis for curriculum development and assessment. Based on standardized test scores, Bountiful Junior High students are learning the range of essential knowledge and skills as defined by the DESK standards and the State Core. The Visiting Team recommends that Bountiful Junior High analyze the relationship between scores on standardized tests and the scores assigned in classes in order to assess the degree to which grades reflect performance standards.

- c) *To what extent are assessments designed, developed, and used in a fair and equitable manner?*

The focus group on assessment expressed concern that there are differences between an “A” grade in various classes and actual content knowledge and/or skills. Although grading is perceived to be fair by parents and students, one issue is the lack of interdepartmental consistency in grading. The Visiting Team suggests continued dialogue to articulate what each letter grade signifies in each department in order to eliminate any sources of mismeasurement and distortion.

For students with special needs, appropriate accommodations are made for testing, due dates, and length of assignments.

Leadership for School Improvement:

- a) *To what extent does the school leadership promote quality instruction by fostering an academic learning climate and actively supporting teaching and learning?*

The administration clearly promotes the importance of teaching and learning. Teachers feel supported in their efforts, and student success is celebrated. The Visiting Team found that the leadership promoted quality instruction by providing professional learning opportunities and the necessary resources for improvement.

Every aspect in the daily operation of the school speaks to the efforts of the leadership to sustain a positive learning environment. Leaders model professional behavior and provide programs that promote and celebrate learning.

Time was given for the staff to work together in a collaborative culture for improvement of instruction. Teachers feel that the administration works to develop leadership ability in teachers, counselors, and students.

- b) *To what extent does the school leadership employ effective decision making that is data-driven, research-based, and collaborative?*

It is apparent that the leadership is astute in using student achievement data to make decisions, and that this data has been the basis for the incorporation of programs such as READ 180 and Peacebuilders. The Visiting Team found that program development and assessment are based on the use of data. Those teachers whose classes take state assessments (such as the CRTs) clearly use the results to assess curriculum and instruction.

The focus group report suggests that teachers and counselors are encouraged to collaborate to solve problems. Many changes in the school have been the result of discussions developing in Steering Committee and School Community Council meetings.

The Visiting Team commends Principal Lindsay for his efforts in developing a collaborative culture in his school. As the school proceeds with its action plan, the Visiting Team recommends that more attention be given to research and data derived from multiple sources to inform decision-making.

- c) *To what extent does the school leadership monitor progress in student achievement and instructional effectiveness through a comprehensive assessment system and continuous reflection?*

Bountiful Junior High reports that student achievement data is used by teachers and counselors in the SEOP process and in determining class placements.

Incoming 7th grade students are given placement tests in math, reading, and keyboarding to determine proficiency levels.

In an effort to determine program effectiveness, counselors use data to assess student progress. For example, a decision to discontinue a math lab class was based on a comparison of student grades before and after implementation of the class.

The school has a case management team that meets semi-monthly to discuss students referred by teachers, counselors, or parents who may need Resource testing. Counselors use student achievement data in their report on each student.

While the Visiting Team found evidence of the use of data to assess student achievement, little was found to determine instructional effectiveness. The Visiting Team recommends that the school begin the process of assessing instructional effectiveness and using student work to assess efficacy. Professional learning opportunities should be provided to show teachers how using data and reflection can enhance teaching and learning.

- d) *To what extent does the school leadership provide skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, efficient, and effective learning environment?*

The school reports that the leadership has given serious attention to creating a safe, effective learning environment, and the Visiting Team found evidence of this. Surveys of parents and students show that they consider the school to be safe. Students report that there is “something for everyone,” and that great effort and direction are given to making all students feel comfortable and part of the school community.

The school has a wide variety of extracurricular activities to appeal to the diverse interests of students. The inclusion of Peacebuilders, a school-wide program to promote positive interaction and problem solving, has clearly made a difference. A student club that focuses on helping new students feel comfortable has been very successful. Students are involved in a variety of service-learning projects throughout the year.

It is clear that the leadership seeks to create a school where mutual respect, tolerance for differences, and concern for others are valued.

- e) *To what extent does the school leadership make decisions related to the allocation and use of resources which align with the school goals, the achievement of the DRSLs, and school improvement efforts?*

The allocation and use of resources at Bountiful Junior High are aligned with school goals and the school action plan. The teachers have worked in their

departments to develop lesson plans that explicitly teach the DRSLs. Time provided by the weekly early release of students has been focused on collaboration and the accreditation process, and Mr. Lindsay is intent on restructuring the time for professional learning focused on the school's action plan.

Teachers report that Mr. Lindsay supports professional learning. He encourages teachers to take classes and attend workshops and conferences. He models this by engaging in his own professional development.

The Visiting Team commends the administration and faculty for the attention that they have given to the implementation of the DRSLs and the school's action plan, and recommends that a plan of professional learning, utilizing the time provided by the district, be developed for the coming year.

- f) *To what extent does the school leadership empower the school community and encourage commitment, participation, collaboration, and shared responsibility for student learning?*

The administrative team empowers the school community to become involved in the school and share responsibility for student learning. The School Community Council and PTSA are active and provide suggestions for school improvement that are acted upon by the administration and staff. There is a committee of school employees and administrators that provides site-based management.

Principal Lindsay promotes teacher and counselor leadership in the school. All staff members, many parents, and students were involved in the focus groups. Their input has been valued and has provided the administration with a clear direction for future action.

Community Building:

- a) *To what extent does the school foster community building and working relationships within the school?*

It is evident that Bountiful Junior High does a good job fostering community building and working relationships within the school. The staff and administration work closely with parents and stakeholders to develop quality programs and promote student success. These relationships are evidenced in the many programs and opportunities available for students and parents during and after the school day. The Visiting Team commends the administration and faculty for their continued efforts to improve communication with parents and to continue to seek more efficient and effective ways to increase parent and student involvement.

- b) *To what extent does the school extend the school community through collaborative networks that support student learning?*

Students receive a variety of learning experiences with job shadowing or listening to guest speakers. Bountiful Junior High also fosters learning through service-learning opportunities. More participation with business partners and work toward increased service-learning opportunities for students may help to support these efforts.

By utilizing planned block schedule days intermittently during the school year, the teachers provide opportunities for more varied student learning and in-depth experiences.

Culture of Continuous Improvement and Learning:

- a) *To what extent does the school build skills and the capacity for improvement through comprehensive and ongoing professional development programs focused on the school's goals for improvement?*

Bountiful Junior High is making great strides toward building skills and improving ongoing professional development focused on school goals. The faculty took the lead in developing opportunities for continued learning with an emphasis on school goals. Students and parents were also responsible for providing input that led to the development of new programs and practices.

The faculty does recognize, however, the need for more professional development and implementation of best practices in the classroom. Many departments report a need for continued support to put research into practice. The Visiting Team encourages this continued focus to provide a variety of professional learning opportunities that support the school action plan.

- b) *To what extent does the school create conditions that support productive change and continuous improvement?*

The school has provided opportunities to support productive change and improvement. Many district-supported and school-developed programs have been put into place in order to better serve the needs of students in the school; however, the faculty does feel that even more effort is necessary to meet the needs of all of the students at Bountiful Junior High. The Visiting Team recommends that the school continue to work toward allowing every student to be successful and to meet as many individual needs as possible through continued analysis of current programs and implementation of supports as deemed necessary.

CHAPTER 4: NORTHWEST ASSOCIATION OF ACCREDITED SCHOOLS (NAAS) STANDARDS I-XI

Most Utah public junior high/middle schools are not accredited through NAAS, but only by the USOE—it is their choice to join NAAS or not.

CHAPTER 5: SCHOOL IMPROVEMENT EFFORTS – ACTION PLAN

- a) *To what extent is the school-wide action plan adequate in addressing the critical areas for follow-up?*

Bountiful Junior High has developed a six-year plan that is focused on goals recommended by each of the focus groups. The goals are directly related to the DRSLs. The rationale for the goals is reasonable and action steps seem feasible.

What is not clear is who will provide oversight for all of the goals. Each goal seems to be the domain of a segment of the school community. In particular, more alignment of the goals for curriculum development, instructional design, and assessment is needed. It is recommended that the school focus on the professional learning needs of the faculty and the support that will be given as they implement changes to enhance student success.

- b) *To what extent is there sufficient commitment to the action plan, school-wide and system-wide?*

The leadership team has worked to sustain commitment to the action plan. Each focus group presented its goal, which was refined by a committee of administrators, counselors, and focus group leaders. The goals were then presented to the faculty and staff with professional learning designed around the mission statement, beliefs, DRSLs, and action plan. Several action steps were implemented the fall of 2004.

In January 2005, the focus groups met again to review progress and to assess the plan's effectiveness thus far. Recommendations for changes to the plan were presented to the administration and leadership team. Appropriate changes were made to the plan, which has been supported by stakeholders.

- c) *How sound does the follow-up process that the school intends to use for monitoring the accomplishments of the school-wide action plan appear to be?*

In most cases the method of evaluation is based on a product, such as the creation of curriculum maps, rubrics, or service projects. The Visiting Team recommends

that evaluation focus on the impact of such products, with time given to allow for implementation and revision. In some cases, it was reported that programs implemented at the school had been discontinued after only a year of operation because initial results were not promising. The Visiting Team is confident that the administration and teacher leaders can develop a system of evaluation that allows for program development.

It is recommended that professional learning be centered on the goals. The plan's success hinges on the understanding of effective middle level practice.

CHAPTER 6: MAJOR COMMENDATIONS AND RECOMMENDATIONS OF THE VISITING TEAM

Commendations:

- Relationships are the foundation of the school. Mutual respect is apparent in relationships among colleagues, community members, and students. Administration, faculty, and staff members model the behaviors they seek from students. Considerable attention is given to providing for the needs of all students.
- Teachers at Bountiful Junior High go above and beyond what is expected to ensure that every student is successful. Parents believe that the quality of education students receive is excellent and prepares them well for the rigors of high school and for lifelong success.
- The Bountiful Junior High staff is committed to continuous improvement. The school has demonstrated sufficient commitment to the process and to the action plan. Given the school's demonstrated academic achievement, it would be easy for the faculty to sit back and not be motivated to change. However, the administration, staff, and faculty consider all aspects of educating the young adolescent to be important, and demonstrate that belief in the programs and practices they employ.

Recommendations:

- The Visiting Team recommends that the school adopt a method of continuous improvement that enhances collaboration, is goal-directed, and relies on the selection and appropriate use of data. In particular, moving beyond standardized test scores to determine student proficiency will be important in evaluating some of the more subjective goals of the school's action plan.

- The Visiting Team recommends that, as the school carries out its action plan, the administration and staff be cautious about spreading themselves too thin and not having the capacity to develop and sustain programs fully. Parents expressed concern that there might be a significant amount of burnout among the staff members because they try to do so much. It will be the responsibility of the administration, the leadership team, and the JSSC to ensure that resources of time, energy, and money are wisely utilized.
- The faculty and staff do an excellent job of teaming together to provide service-learning and social activities for students. It is recommended that they enhance this collaboration to affect everyday learning in the classroom. Students seek connections in their learning. Teachers working to integrate curricula will provide important benefits to students. It is strongly recommended that the school work to implement effective middle level practices such as creating smaller learning communities of students and teachers where curricula can be integrated more fully.
- The bedrock of all this change is professional learning. It is recommended that the school develop a comprehensive professional learning plan. While the early release time has served a number of functions, including department meetings, its purpose was to provide time for professional learning. With job-embedded learning that allows time for the development of a professional learning community that provides for inquiry, reflection, and application, the school will be able to reach its highest potential for the students.